

10.W.1.1 Students can write text using problem/solution and cause/effect organizational patterns.

Learning targets to meet this standard:

- Identify organizational patterns in text (See examples)

Verbs Defined:

Key Terms Defined:

Teacher Speak:

Students can compose (write) text using problem/solution and cause/effect organizational patterns.

Student Speak:

I can write (compose) text using problem/solution and cause/effect organizational patterns.

Examples:

Organizational patterns: chronological, order of importance, problem/solution, cause/effect

Possible resources/references:

10.W.1.2 Students can **revise** a document for voice.

Learning targets to meet this standard:

- Recognize the unique use of language that determines voice
- Establish individual voice

Verbs Defined:

- Revise – to restructure a piece of writing

Key Terms Defined:

- Voice – the element of writing that reveals the author's personality

Teacher Speak:

Students can revise (to restructure a piece of writing) a document for voice (the element of writing that reveals the author's personality).

Student Speak:

I can restructure a piece of writing (revise a document) for the elements of writing that reveals the author's personality (voice).

Examples:

Possible resources/reference:

10.W.1.3 Students can write a research document that **cites** sources to support a thesis.

Learning targets to meet this standard:

- Implement the writing process
- Use clear research questions
- Synthesize information
- Integrate quotations and citations into a text
- Support important ideas and viewpoints through accurate and detailed references
- Make distinctions between the relative value and significance of specific data

Verbs Defined:

- Cites - identifies

Key Terms Defined:

- Thesis – a main idea

Teacher Speak:

Students can write a research document that cites (identifies) sources to support a thesis (main idea).

Student Speak:

Students can write a research document that identifies (cites) sources to support a main idea (thesis).

Examples:

Possible resources/references:

10.W.2.1 Students can **edit** text for the correct use of active and passive voice.

Learning targets to meet this standard:

- Recognize active and passive voice
- Determine effective use of active and passive voice

Verbs Defined:

- Edit – to correct spelling, usage, mechanics, and grammar

Key Terms Defined:

- Active voice – expressing an action done by the subject of the sentence
- Passive voice – expressing an action done to the subject of the sentence

Teacher Speak:

Students can edit (correct spelling, usage, mechanics and grammar) text for the correct use of active voice (expressing an action done by the subject of the sentence) and passive voice (expressing an action done to the subject of the sentence).

Student Speak:

I can correct spelling, usage, mechanics, and grammar (edit) text for the correct expression of an action done by a subject of the sentence (active voice) and the correct expression of an action done to the subject of the sentence (passive voice).

Examples:

Possible resources/references:

10.W.2.2 Students can **edit** text for the correct use of pronouns and pronoun case.

Learning targets to meet this standard:

- Identify all types of pronouns
- Identify antecedents
- Identify pronoun cases

Verbs Defined:

- Edit – to correct for spelling, usage, mechanics, and grammar

Key Terms Defined:

- Pronouns – words used in place of one or more nouns or pronouns
- Pronoun cases – the forms of pronouns that show how they are used in a sentence

Teacher Speak:

Students can edit (correct for spelling, usage, mechanics, and grammar) text for the correct use of pronouns (words used in place of one or more nouns or pronouns) and pronoun cases (the forms of pronouns that show how they are used in a sentence).

Student Speak:

I can correct spelling, usage, mechanics, and grammar (edit) text for the correct use of words used in place of one or more nouns or pronouns (pronouns) and the forms of pronouns that show how they are used in a sentence (pronoun cases).

Examples:

Possible resources/references:

10.W.2.3 Students can **edit** text for the correct use of quotations marks and italics for quoted material, titles, emphasized words, and dialogue.

Learning targets to meet this standard:

- Know the rules governing the use of quotation marks

Verbs Defined:

- Edit - to correct for spelling, usage, mechanics, and grammar

Key Terms Defined:

Teacher Speak:

Students can edit (correct for spelling, usage, mechanics, and grammar) text for correct use of quotation marks and italics.

Student Speak:

I can correct for spelling, usage, mechanics, and grammar (edit) text for correct use of quotation marks and italics.

Examples:

Possible resources/references:

10.W.2.4 Students can identify and **incorporate** conjunctions in the writing process.

Learning targets to meet this standard:

- Recognize coordinating, correlative, and subordinate conjunctions
- Recognize how conjunctions connect equal (coordinating, correlative) and unequal (subordinate) details

Verbs Defined:

- Incorporate - use

Key Terms Defined:

- Conjunctions – small words used as connectors for words phrases and clauses

Teacher Speak:

Students can identify and incorporate (use) conjunctions (words used as connectors for words phrases and clauses) in the writing process.

Student Speak:

I can identify and use (incorporate) small words used as connectors for words phrases and clauses (conjunctions) in the writing process.

Examples:

Possible resources/references: